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ABSTRACT

The second preliminary report on the development and planning for a community college to serve the Fairbanks area covers the following topics: (1) events since the first preliminary report, (2) meetings with community groups, (3) recommendations and concerns of university faculty, (4) the population to be served by the community college, (5) the feeder role, (6) what the community college will do, and (7) the next steps to be carried out in the development process. Charts illustrate the following: (1) the projected new semester enrollments for a community college offering academic credit courses and programs at the freshman and sophomore level, (2) an example of enrollment projections for a four-year institution and community college comparable to the Fairbanks situation, and (3) a possible organizational model. A model for the community college proposed by the Tanana Valley Community College Citizens' Advisory Committee is appended. (KM)

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SECOND PRELIMINARY REPORT TO THE PROVOST

TANANA VALLEY COMMUNITY COLLEGE

DEVELOPMENTAL STUDY

by Darroll R. Hargraves

JC 740 079

University of Alaska Fairbanks
Fairbanks, Alaska

February 11, 1974

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UNIVERSITY OF ALASKA
FAIRBANKS ALASKA 99701

February 11, 1974

Dr. Earl H. Beistline
Provost, Northern Region
University of Alaska
College, Alaska 99701

Dear Dr. Beistline:

This "Second Report of the Tanana Valley Community College Study" is an attempt to update the passing of events since the first report was forwarded to you on November 19, 1973.

The process of continuing to receive input from all of those segments of the community which are concerned with the development of a community college will, no doubt, refine the thinking in some of the sections of this report. Therefore, this report goes forth with the view that all matters regarding staffing, funding, and curriculum must maintain an element of flexibility.

The recommendations and concerns of any person are welcomed by this office. If this report provides information and elicits recommendations contributing to the development of the Tanana Valley Community College, then its purpose will have been well-served.

Sincerely,

Darroll R. Hargraves

Darroll R. Hargraves
Coordinator-Developer
Tanana Valley Community College

DRH:c

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I. EVENTS SINCE THE FIRST PRELIMINARY REPORT

Since the first preliminary report was forwarded to the Office of the Provost on November 19, 1973, the following events have taken place:

December 21, 1973:

Appointment of a Faculty Resource Committee by the Provost. Committee members are: Mr. Charles Keim, Chairman; Ms. Ann Walsh; Mr. Philip VanVeldhuizen; Dr. Franklin Orth; Dr. Bonita Neiland; Dr. Chris Lambert.

> "At this stage of time and upon suggestions of a number of faculty members it is apparent that a faculty committee should be formed to further work on matters pertaining to the implementation of a community college in this area.
>
> The charge to the Committee is:
>
> A. Advise the Provost and his designated Tanana Valley Community College Coordinator-Developer as to faculty recommendations concerning alternatives to be considered in working toward the development of the Tanana Valley Community College.
>
> B. Working with the designated Coordinator-Developer, obtain from the faculty input concerning the organization, programs, and staffing for the Tanana Valley Community College.
>
> C. If requested by the Provost, meet with designated groups to provide information pertaining to faculty perceptions of the Tanana Valley Community College."
>
> Source: Memorandum from Dr. Earl H. Beistline, Provost, to Faculty of the Northern Region December 21, 1973

January 15, 1974:

Approval by the Fairbanks North Star Borough School Board of the Tanana Valley Community College.

"Moved that the Board go on record as reaffirming the concept of the community college. Unanimously approved."

Source: Fairbanks North Star Borough School Board Minutes
January 15, 1974

January 21, 1974:

Unanimous endorsement of the Tanana Valley Community College by the Executive Committee of the Fairbanks Chamber of Commerce.

"Community College Report: Dr. Beistline, Dr. Lafferty and Mr. Hargraves explained the concept of the Tanana Valley Community College to the Board. Beistline stated that it is a two year school and it has to exist with the cooperation of the University and the local political subdivision. Motion by Migliaccio, seconded by Cook, THAT WE REAFFIRM OUR POSITION AND SUPPORT THE TANANA VALLEY COMMUNITY COLLEGE. Motion carried."

Source: Greater Fairbanks Chamber of Commerce Board of Directors Meeting Minutes
January 21, 1974

January, 1974:

Funding for a Tanana Valley Community College was included on the Chamber of Commerce Legislative Priority List.

"Establishment of a community college in Fairbanks, as proposed by, and as a part of the University of Alaska."

Source: Greater Fairbanks Chamber of Commerce Legislative Priority List
January, 1974

January, 1974:

The report submitted to the Interim Committee on Higher Education of the Alaska Legislative Council entitled, "Higher Education in Alaska," by Dr. George W. Starcher, recommended that a community college be developed in Fairbanks as a unit of the University offering a comprehensive community college program.

> "With appropriate agreements between University administration and proponents of the so-called Tanana Valley Community College, the college could be in operation immediately, without further addition of expensive facilities, as a part of the University of Alaska at College. This is strongly recommended for it is believed that a significant majority of the Fairbanks community would welcome the arrangement once the possibilities are clearly understood. The arrangement would be similar to that in Anchorage, and in Juneau where there are a number of non-credit and vocational courses taught in downtown Juneau while college transfer and other vocational courses are taught at the Auke Bay campus. (p. 6)
>
> What is needed in Fairbanks, we believe, is a community college that is an administrative unit within the University at College but organized to give better visibility to the community-college-type programs throughout the community, and which should have an appropriate dean or director to direct and administer such programs. (pp. 23, 25)
>
> We strongly recommend the organization of the Tanana Valley Community College as a unit of the University at College, utilizing the facilities available at the Hutchison Adult Career Development Center as well as the facilities available on the campus of the University of Alaska at College. Such an expansion of the activities of the University will require additional funding but at a level far below what would be required to build a new community college from the ground up."(p. 25)
>
> Source: Higher Education in Alaska - A Report with Special Reference to the Community Colleges Submitted to the Interim Committee on Higher Education of the Alaska Legislative Council By Dr. George W. Starcher January, 1974

II. MEETINGS WITH COMMUNITY GROUPS

Since the beginning of this project, there have been a number of meetings with citizens' groups in the community. There have been visits with service clubs, civic groups, Chamber of Commerce, local political groups, etc. A great deal of support for the community college development has been discerned during these meetings. The information provided has answered most of the questions about the Tanana Valley Community College that were stated by those attending the meetings. Endorsements supporting the community college have been given by some of the groups. After meeting with the Executive Committee of the Greater Fairbanks Chamber of Commerce, January 21, 1974, a motion was passed to give a reaffirmation of their support of the Tanana Valley Community College. Subsequently, the community college was placed on the Chamber's legislative priority list.

Endorsements for the community college have been given by a wide representation of the community, so that it is fair to say that in the community there appears to be much support for the community college.

III. RECOMMENDATIONS AND CONCERNS OF UNIVERSITY FACULTY

The Coordinator-Developer of the Tanana Valley Community College Study has continued to meet with groups on the Fairbanks campus for the purpose of providing information regarding the current community college development efforts, and to receive their recommendations and concerns. At this time there have been meetings with the deans and department heads in all but one of the colleges on the University campus. Also, there have been meetings with various faculty groups and personnel in the support divisions of the University. An attempt has been made to allow everyone the opportunity to express his major recommendations and concerns. These recommendations and concerns were forwarded to the Office of the Provost, via memorandum.

Out of these discussions, concerns have been registered which indicates a need for wider dissemination of information. The appointment of a Faculty Resource Committee, under the Chairmanship of Professor Charles Keim, provides a vehicle for receiving further input from the faculty and to disseminate information throughout the University. Further dissemination of information should alleviate many of the concerns. It seems to be recognized by most faculty that there is a need for a community college program in Fairbanks, and that a sizeable segment of the

population would benefit from such a program. Many excellent recommendations have been made, and these will, no doubt, receive further attention as the Faculty Resource Committee proceeds with its work.

The following recommendations have been voiced at various times during the discussions:

1. That the quality four-year experience be maintained on the Fairbanks campus.

2. That joint appointment and use of staff and faculty be encouraged.

3. That consideration be given to the necessary library materials which might need to be housed as a satellite to the main library, in order to make materials available in the immediate location where vocational-technical programs are offered.

4. That the programs of the community college be directed toward the segment of the population in the Fairbanks area not now being served by the existing University of Alaska programs.

5. That the community college direct itself toward the student where he is and be receptive to his unique and individual needs.

6. That some of the traditional requirements for students on the University of Alaska campus be changed or dropped entirely for the community college students.

7. That the faculty employed to teach in the community college possess the same quality and caliber as faculty teaching on the Fairbanks campus.

The recommendations obtained from the meetings on the Fairbanks campus so far will continue to play an important role during

the development of the community college.

During the discussions, some concerns have been expressed which indicates a need for further information. The major concerns expressed have included the following:

1. That the establishment of a community college might somehow weaken the University of Alaska Fairbanks.

2. That the integrity of the four-year program might be jeopardized.

3. That the development of a community college would cause overlapping of administration and programs.

The recommendations and concerns expressed by faculty groups will undoubtedly influence the development of models for the Tanana Valley Community College.

IV. WHO WILL BE SERVED BY THE COMMUNITY COLLEGE?

To provide a projection of student enrollments is difficult at this time, since other factors, such as curriculum, staffing, funding levels, and area to be served, have not been determined. Each of these will influence the number of students that will be served by a community college, and must be given consideration in determining projected enrollments. If programs are developed to meet the needs of those people who require postsecondary vocational education in order to become fully employed or to become updated in their skills, the number of potential enrollments will be quite high. According to State Department of Labor information, there were approximately 1,036 unemployed adults receiving unemployment compensation in the Fairbanks area at the end of December, 1973. Of this number, at least one-half could be considered likely prospects for enrollment in the community college. With funds for tuition and living expenses made available by state and federal agencies so that these adults can take part in appropriate vocational training programs, it is not unreasonable to expect that from the unemployed segment of the community there could be 500 potential enrollments for a community college.

Academic Courses:

One way to think of the enrollments in a community college is to identify new students who would be prospective candidates for enrolling in a community college with academic credit course offerings to fit the needs of a community college.

The total figure for prospective enrollments, as noted in Chart I, appears to be well within the capabilities of a community college to be developed and opened for enrollments by the Fall Semester, 1974. The vocational students presently enrolled in programs at the Hutchison Adult Career Development Center are candidates for becoming academically oriented students. The possibility of offering evening and weekend courses at various locations in the community college district appears to offer opportunity for a large number of students. The number of 225 predicted in Chart I may actually be a conservative estimate.

It has been found across the country that when community colleges have been developed, projections of enrollments have regularly been shown to be conservative. The initial enrollments, as well as the rate of growth of enrollments, in most cases have been above those which were anticipated by the organizers and founders of the community college.

CHART I

Projected New Semester Enrollments for a Community College Offering Academic Credit Courses and Programs at the Freshman and Sophomore Level

Category	Enrollments
A. Students now enrolled in vocational courses at the Hutchison Adult Career Development Center who would take academic credit courses in addition to their current studies	200
B. New students projected as enrolling in vocational programs at the Hutchison Adult Career Development Center by September 1, 1974 who would take credit courses	220
C. New students who would enroll in evening and weekend courses at various locations within the service area	225
D. Students who would enroll in special short term course offerings, in-service training, etc.	175
E. Students enrolled in existing vocational courses which would become academic credit courses upon inclusion in a community college	220
TOTAL:	1,040

Non-Academic Courses:

The community college might involve itself in certain non-credit short course programs. Many non-credit special interest courses could be

offered at numerous locations throughout the service area. These courses would be mainly self-supported by fees. The larger the number of students served, the greater would be the capability to serve more; so, the growth of this program actually would be limited only by such factors as the needs and wishes of local citizens.

Adult Basic Education:

At the present time, the University of Alaska is offering adult basic education programs at Eielson Air Force Base and at Fort Greely. The Hutchison Adult Career Development Center is offering adult basic education at Fort Wainwright, as well as at the Hutchison Adult Career Development Center and, on demand, at other locations around Fairbanks. This program might serve more students if it were better organized under the auspices of a community college. In view of the number of enrollments of the past two years, it is safe to expect that a minimum of 125 students would enroll in adult basic education during the year.

V. THE FEEDER ROLE

The community college as a potential feeder institution to the four-year graduate institution must be considered. However, until the organization and programs of the community college are determined, the potential feeder capability of the community college is not discernible. Yet it is clear, from the experiences of other institutions, that the community college often does serve such a feeder function. In many states, the feeder role of the community college is considered to be very important because some students who would never attempt the four-year college do enroll in community college courses; and as they adjust to academic studies, become more likely candidates for the upper division of the four-year institution.

The benefits which a community college could bring to the upper division of the four-year institution were described to the TVCC Citizens' Advisory Committee at its meeting of January 24, 1974, by Dr. Charles Lafferty, Dean of the Division of Statewide Services. The attached chart, which he presented, summarizes his estimates of enrollment for a three-year period. His conclusions are as follows:

1) If no community college should be established and variables should remain the same, University enrollments would remain approximately

the same, at 2,550, over a period of three years.

2) If, however, a community college should be established, the University would benefit substantially, seeing its enrollments in the four-year program increased, over a period of three years, to 3,106.

This increase would be accomplished as follows: Approximately 40 percent of the total instruction of the community college would take place in the freshman and sophomore levels of the four-year university. (This principle would apply whether the community college were established as a separate college or as one of the colleges on the four-year campus.) Therefore the 900 initial enrollments in the community college, with some growth, would produce an additional 596 enrollments for the existing academic departments on the University campus and would, by 1976-1977, bring the total enrollment of the University to approximately 3,106.

Example of Enrollment Projections for a Four-Year Institution and Community College Comparable to the Fairbanks Situation

CHART II

First Three Years

	1974-75		1975-76		1976-77	
Enrollments With One Institution in Fairbanks	4-yr. College	C.C.	4-yr. College	C.C.	4-yr. College	C.C.
Freshmen	900	600	900	800	900	1,000
Sophomore	700	300	700	550	700	700
Junior	550		550		550	
Senior	400		400		400	
TOTAL	2,550	900	2,550	1,350	2,550	1,700
Combined Enrollments						
Freshmen	1,250		1,450		1,590	
Sophomore	825		1,150		1,275	
Junior	550		625		750	
Senior	400		400		475	
TOTAL	3,025		3,625		4,090	
Actual Enrollments						
Freshmen	650	600	650	800	650	940
Sophomore	525	300	650	500	725	550
Junior	550		625		675	
Senior	400		400		460	
TOTAL	2,125	900	2,325	1,300	2,510	1,490
	40% courses taken at 4-yr. college	60% courses developed in C.C.	40% courses taken at 4-yr. college	60% courses developed in C.C.	40% courses taken at 4-yr. college	60% courses developed in C.C.
	360	540	520	780	596	894
Effective Enrollments	2,485	540	2,845	780	3,106	894

	COURSE DESIGN 4-Yr. College	COURSE DESIGN C.C.
1974-75	2,485	540
1975-76	2,845	780
1976-77	3,106	894

NATIONWIDE 70% OF THOSE ENROLLING IN A COMMUNITY COLLEGE WOULD NOT BE SERVED BY A FOUR-YEAR INSTITUTION OF HIGHER EDUCATION.

CWL
1/24/74

Above calculations figured with area population and economic conditions remaining constant.

VI. WHAT WILL THE COMMUNITY COLLEGE DO?

Curriculum models for the Tanana Valley Community College are not complete at this time. It is anticipated that other groups will follow the precedent set by the Tanana Valley Community College Citizens' Advisory Committee, and come up with their own recommended curriculum models. It is becoming evident from the concerns and recommendations expressed by faculty members at the University, members of the Citizens' Advisory Committee, personnel in the School District, and others, that, while certain elements of the plans for a community college are finding ready acceptance, others are meeting with some objections. Yet the sum of present evidence seems to indicate that, when all recommendations have been received and considered, a workable model can be produced and can find acceptance.

A tentative recommendation for a curriculum model for the Tanana Valley Community College, prepared by the Tanana Valley Community College Citizens' Advisory Committee, is included in this report. See Appendix.

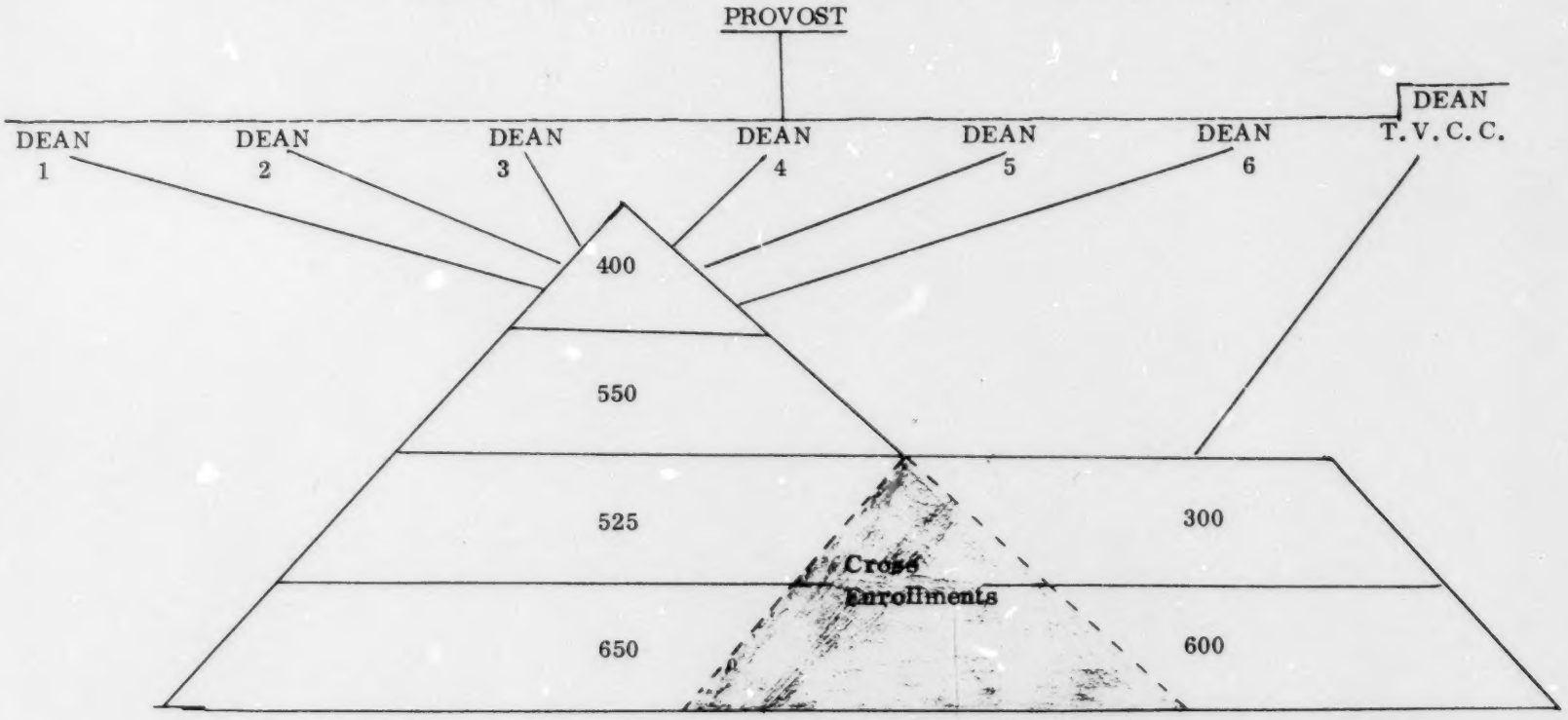
Dr. Charles Lafferty, in a meeting with the Tanana Valley Community College Citizens' Advisory Committee on January 24, 1974, proposed that the community college might be organized as a division of

the University, functioning in the same manner as the other colleges on the University campus. See Chart III.

CHART III

POSSIBLE ORGANIZATIONAL MODEL

Fairbanks Campus - Four-Year College and Tanana Valley Community College



Estimated Enrollments Based on 1973-74 Statistics

VII. WHERE TO FROM HERE?

Many right things have been done so far in the community-wide effort to develop the Tanana Valley Community College. However, in the final analysis, establishing a community college hinges in large part upon adequate funding being available. The availability of funding is dependent upon the goodwill and understanding of a broad cross-section of the total community. For this reason, much effort has been spent in distributing information and soliciting recommendations. The questions which were raised when developmental efforts began have now, in the main, been answered to the satisfaction of most people.

Questions still arise indicating that in some areas there is need for additional dissemination of information to bring about fuller understanding. Although there are adequate facilities in the community to house the community college programs projected for the immediate future and there has been no request for additional facilities, the question, "Why is the University building new buildings for a community college?", every once in awhile still comes up. Many such questions are the result of a lack of information on the part of the questionner. The appointment and activation of a Faculty Resource Committee, further meetings with civic groups, and work of the Citizens' Advisory Committee, will help to

answer many questions in the future.

It is expected that during the next few weeks there will need to be increased effort on the part of the Citizens' Advisory Committee, the University administration, and interested groups in the community, to inform the legislature regarding the need for the funding of a community college. A great deal more information must be gathered, and more specific models for curriculum, staffing, and organization of the community college must be evaluated for appropriateness.

A final report will be forwarded to the Provost by April 15, 1974.

APPENDIX

MODEL FOR TANANA VALLEY COMMUNITY COLLEGE

Proposed by the TVCC Citizens' Advisory Committee

The Citizens' Advisory Committee made the following assumptions which they felt should be considered for any community college model that might be established in the Fairbanks area.

1. The Tanana Valley Community College should not take over all of the existing freshman and sophomore level courses and programs of the University of Alaska Fairbanks.

2. The academic credit courses and programs of the community college should be offered in addition to, or complementary to, any existing programs at the University of Alaska Fairbanks.

3. The community college programs should be directed toward those segments of the population not now being served by the University of Alaska Fairbanks.

4. Although it is recognized that the statewide system of the University of Alaska has control over course quality and content and degrees granted, it is necessary for the community college to have sufficient programming authority so that programs will not be restrained by the traditional academic structures of the University. As much as possible, the community college should be given maximum responsibility in the matter of program quality, content, staffing, and operation. This kind of independence is deemed necessary in order to meet the need of the specific segments of the population that a community college would serve.

Elements of Curriculum and Service Recommended by the Tanana Valley Community College Citizens' Advisory Committee as Being Favorable for Inclusion in a Community College to Serve the Fairbanks Area

. Academic Credit Component	a. The community college should offer academic credit courses to meet the needs of students of all ages at a place and time convenient to them. b. Evening and weekend class offerings are expected to find a place in the community college. c. The community college should have the capability of offering certain associate degree programs.
. Vocational Education Component	a. Vocational education in the broadest sense should be offered by the community college. b. The community college should include the adult vocational programs now offered at the Hutchison Adult Career Development Center which the School District wishes to assign to the community college. c. Many new vocational areas in the paraprofessional fields should be investigated for inclusion in the community college. E.g. Courses for teachers' aides, legal aides, health nutrition aides, etc., should be given consideration as prospective community college programs.
. Special Education Component	a. The community college should be geared to serve handicapped people, including blind, deaf, mentally and physically retarded. b. Educational opportunities in this category would include training to work at occupations found in the community, or to work in a sheltered workshop situation.

IV. Remedial Education Component	a. This component should include transitional courses from high school to college. b. It should include upgrading skills in certain academic areas for anyone in the community college who might be in need of them.
V. Special Adult Programs Component	a. The community college should offer adult education courses in citizenship responsibilities, effectiveness, and awareness. b. A wide range of special adult programs should be offered as the need for them is recognized.
VI. Cultural Component	a. The community college should offer enrichment and special interest courses and programs. b. The community college could sponsor such things as lecture series for the community, film series, etc. c. The community college could have a responsibility for certain civic and community involvement workshops and/or programs. d. The community college could sponsor town meetings, etc.

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